

# The American Journal of Education.

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ST. LOUIS, MO., SEPTEMBER, 1872.

CIRCULATION, 10,000.

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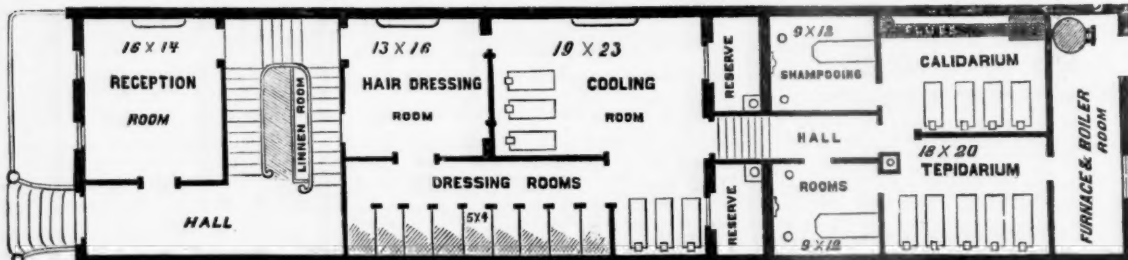
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## GOOD BEHAVIOR IN SCHOOLS.

BY GEN. J. W. PHELPS.

THE Puritans who emigrated to New England had a distinct moral idea in view, which was quite aloof from considerations of material advantage, and is therefore valuable for our instruction. This idea was far in advance of the age in which it was conceived. It was simply this: That every human being has the right to read and interpret for himself the Word of God.

Nor did they stop at theories alone, as we are prone to do at the present day. They proceeded to carry out their idea in practice, and established the District School system of education, open to all, where the pupil was not only taught how to decipher the words and texts of Holy Writ, but the Bible was there put into his hands as a reading book, in order to insure the complete practical execution of the right to read and interpret it.

This act was accomplished several hundred years ago; but there is nothing yet developed in the working of the system then established that should lead any philosophical unbiased mind to wish for a change.

It is as good now as it ever was.

Many various advantages are derived from reading the Bible in one's early years. It tends to give form, dignity, ease and polish to the manners of its readers, as well as strength to their moral character, and fitness for free government. No habitual and reverential reader of the Bible can, as a general rule, be a man of very coarse and offensive manners. The Bible is, in fact, the basis of all thorough good behavior. Just in proportion as a man's life is imbued with its precepts, in that same proportion will his deportment be good and acceptable to all people in every quarter of the globe. We may say, in short, that the manners of all Christian nations have been fashioned by and under the influence of the Bible; and at length, as there has grown up an international code between these nations, so there has grown up among them certain well defined principles and rules of good behavior, which are recognized and observed in all good Christian society.

It is proposed to collate and codify the more important of these rules, and to teach them by the way of reading lessons in our common schools, so that their civilizing beneficent effect may be extended to the every-day life of the poorest cottage in the land. The idea is that the text-book, by which the child is to

acquire the art of reading, shall be the medium of conveying to his thoughts and habits the influences of refined society.

Manners in monarchical countries take their tone from the court; but in our republican country they must come from the people, or rather from their institutions of learning. The evident tendency under democratic institutions is towards a degeneracy of manners, and constant countervailing efforts are therefore needed in order to resist this tendency. But thus far little or no systematic effort has been made in this direction, at least with the view to adopting a general plan. It is true, a law was long ago enacted in the State of Vermont, rendering good behavior one of the elements to be taught in its district schools; but not until quite recently has the attention of the educators of the State been turned to the subject of giving force and method to this law.

Formerly the clergy, who were often, if not generally, liberally educated men, visited the schools, observed their operations, and established some simple rules of decorum, which were good as far as they went; but even these are no longer observed, except in occasional instances: they are far from being general. These rules required the making of an obeisance on entering and leaving the school-house; also, before beginning and on ending the class exercises; the salutation of strangers when met upon the road, by facing them and making a bow, or courtesy, according to sex; the saying yes, sir, yes, ma'm, or no, sir, no, ma'm, in reply to seniors, and to be silent and quiet in their presence.

Many, very many, are the schools at the present day where not even this much of training is observed. If we were to seek for a seminary for evil instead of good, for inculcating hard, obdurate, unrepentant qualities, we might be sure to find one in a school where no manners are taught.

Besides the rudiments of a common education, the idea of authority used to be inculcated and enforced in our district schools. The teacher was a person to be respected and obeyed, because of his authority; for authority is a prime necessity to men, whatever may be the form of their government; and where authority emanates from the people, it cannot be too sedulously maintained. The teacher, if he were a man, was enabled by his strength to assert his authority through appropriate punishments, in which he was

wisely sustained by parents. But the business of teaching primary schools is now fallen largely into the hands of females, many of whom are young and inexperienced, and have but little ability for asserting authority, or inculcating manners, even if the state of society were favorably inclined towards it.

For a greater reason, therefore, should a system of training be established, as a means of guarding and upholding the authority of the teacher, if for no other purpose. The sparing of the rod of the teacher, and a failure to inculcate good manners in the management of children, may tend to render necessary the introduction of the bayonet for the government of men.

The people of a self-governing country ought to be instructed, not only in the principles of good breeding prevailing in Christian society, but they ought also to imbibe among their earliest notions some ideas of their own fundamental laws, and the history of the progress of events which have led to the adoption of those laws.

There is not time, it is true, to teach history and constitutional law in our district schools, without sacrificing other important branches of education, nor is it desirable to do so. But there is no reason why a reading book may not be adopted which, while being used simply as a reader, may convey early and indelible ideas on these most important subjects. Such a reader has, in fact, been proposed, drawn up, and put under advisement for adoption in one or more States.

This reader is to be called "The National Reader," *national*, because our common school education has need of being systematized on a national basis, so that the same standards shall prevail throughout the Union. The proposed reader is to consist of five parts, viz:

*First*, Outlines of National History, or a brief account of the origin and early settlement of the United States.

*Second*, The Constitution of the United States, without comment.

*Third*, A brief outline History of the State wherein the book is to be read.

*Fourth*, The Constitution of that State, without comment.

*Fifth*, Precepts of Good Behavior, drawn from the established maxims of politeness and urbanity observed in the intercourse of Christian people.

The whole book would probably



not exceed in size an octavo volume of one hundred pages, and would be read through and listened to several times during the course of common school education.

From the school-room this book and its teachings would extend to the household, and its lessons would often be found quite as necessary there as they are at school.

At our national institution of West Point, good deportment enters largely into the estimate of the student's standing, his position in his class, and his rank on entering the army, being materially affected thereby; and none of its alumni, as far as I am advised, would wish for a change in this respect.

The student may rise or fall on the scale of merit according to whether his shoes are properly blacked, or his candle-stick kept clean, or not. We have now among our papers a scrap which contains a charge against a cadet for not giving a proper salute to an officer, which charge had to be satisfactorily answered, or it would appear on the debit side of said cadet's accounts at his graduation, and might turn the scale of rank against him in favor of his better behaved comrades.

Even the slight training which used to be received from our militia system, and which went to improve the manners, is now to a large extent done away with; and for this additional reason is there need of giving our attention to a proper system of training for our primary schools.

It has been said, before the war, that the distinctive trait of the free States was *morals*, while that of the slave States was *manners*. The object of the district school should be to improve the morals and manners of the whole country.

By the use of the Bible and the book proposed, as reading books in our common schools, we are more likely to attain this object than by any other means.

#### FOUR WHITE LILIES.

'Twas a vision, a dream of the night,  
When deep sleep falleth on man;  
Out of shadowless darkness it glided,  
To shadowless darkness again:

Afloat upon silkenest waters,  
On the smooth, slow waves I lay,  
And through them I saw, but dimly,  
The round white lilies sway.

Then I reached down my careful fingers,  
And drew them, one by one,  
Out of the smoky water  
Up into the shine of the sun.

White-bosomed and golden-hearted,  
And sweet—for I tried, to see—  
I drew them by slippery stemlets  
One by one, up to me

Then I turned on my side and broke them,  
Stem by stem, with my teeth;  
But the broad green leaves I left floating  
In the water underneath.

I blew open the pink-white petals  
To the yellow-dusted core;  
And I counted them as I held them—  
One, and two, and three, and four.

Then they drooped their heads as weary,  
Till the cool petals touched my hand—  
Did I drop them into the water?  
Did I ever float to land?

Who knows? Out of shadowless darkness  
To shadowless darkness they grew;  
But they haunt me, my four white lilies,  
Till I gather them anew.

#### THE EARLY WITHDRAWAL OF PUPILS FROM SCHOOL.

##### ITS CAUSES AND ITS REMEDIES.

An Essay read by WM. T. HARRIS, at the National Educational Association, in Boston, Aug. 7th, 1872.

OF all subjects of investigation that claim the attention of the active laborers in Physical Science at the present day, that of Meteorology holds the foremost rank. The next great victories over nature are likely to be obtained in this province, and the benefits to be derived from an application of discoveries in this realm will far transcend anything hitherto achieved. The government of the climate, or the complete avoidance of its inconveniences, the development of a completely scientific agriculture, are foremost and obvious advantages resulting from this application.

But there are more remote and far more valuable fruits. The final conquest of the sea, which will be effected by this, is not of so great moment as the conquest of the air as a means of transit. The age of steam has created for us a new type of man, and a new spiritual world of humanity has been the result. The age of aerial navigation will be still more potent, in developing for us a new era of spiritual growth.

Looked at from a scientific standpoint, Meteorology differs from other natural sciences in the fact that its object is a kind of synthesis of all the other departments. The ends of the special threads of the sciences of nature come together into one knot, and this knot is the problem for the solution of meteorology. Optics discovering the lines in the spectrum; Astronomy discovering the flames and spots in the sun; Geology noting the causes of earthquakes; Mineralogy noting the laws of crystallization—all these find themselves in a vortical whirl, swiftly drawing near a center wherein they are to form one process of action and inter-action.

The profounder thinkers in natural science announce for us the doctrine of the correlation of forces, wherein light, heat, electricity, magnetism, and organization, rise from the abyss of gravitation and ceaselessly vanish into each other, weaving the web of creation. What Faust heard in the depths of his cell when the world-spirit came before him blinding his vision, that we are slowly realizing in science: it is this subtle correlated process, deep down in nature, thought out by the natural philosopher and traced out by the meteorologist, that manifests the "Erd Geist."

"At the roaring loom of Time I ply,  
And weave the living garment of the Deity."

What emotions arise in the mind of the astronomer as he looks out upon the universe of stars, and sees them "slowly gathering into one flock," impelled by the resistless might of gravity! Similar must be the feelings of the positivist who sees the special sciences blending in one dissolving view—an intimation of one all-pervading impulse to unity. All things return to the center whence they originated.

But to pursue this thought into the abyss of nature is not edifying. The most ancient nations looked as we do upon the spectacle of nature: a vast process of creation and destruction of individual forms—the perpetual losing of individuality. The worship of Adonis—the pitiful wailing and lamentation over individuality that is born only to die—was wide-spread, and became the basis of the "mysteries" of the Greeks and Romans, and of the rites of our secret societies in modern times. Man saw all natural forms rise and decay, impelled by a negative, destroying might, and he shuddered at the thought of his own destiny. The deep sadness, the inward pain at the thought of dissolution has made man more and more internal, more and more it has caused him to build up, out of the substance of his thought, a spiritual dwelling of his own, "far removed from birth and decay." This imperishable world of spirit—the joint product of the earnestness, the suffering, the sweat of blood, the wrestling prayers of the human race—is the complex of the institutions of civilization. Nearer to man by far than the physical world around him it stands to each human soul. For it is by its mediation alone that the material world shall be used and enjoyed, or the cup of sorrow tasted at its hand. If you but think of it, you shall not put forth your hand to take aught—whether it be of the nature of food, clothing, or shelter—unless with the good-will and consent of human society. For in all your actions you shall presuppose continually the laws of property and possession. These laws are the acts of recognition on

the part of society in anticipation of the individual; society stands waiting for him, and insists persistently on this point of etiquette—"You, particular individual, shall take what you need only in the form of property (*i. e.*, universalized goods and chattels), and thus shall recognize me (society) as your ALTER IDEM, and through such recognition shall elevate yourself to a universal existence—that is to say, to a spiritual existence." Therefore it is that man, at his advent, finds not only his presupposition in the family, but he finds it still more in civil society and the State. He cannot make his exit, nor can the earth hide him, without the same recognition on the part of society: the formal registration, or the still more formal sitting of the coroner's jury.

Therefore it is that we speak of man's spiritual dwelling—civilization, with its mansions of special institutions, the family, society, the State, religion—as a more direct and immediate existence to the individual than mere physical nature; for it is on all hands the instrument through which the latter is seized and appropriated by him. Physical nature must first be universalized—made property through the impression of the spiritual stamp upon it—before it can be used by the individual. Like the current coin, it must first receive the stamp of society before it can lawfully circulate, *i. e.*, be used by the individuals of the community. Even the general elements shall not be enjoyed except through the same mediation. The individual man shall not walk in the street, breathe the common air, be warmed by the sun, or fanned by the wind, unless society licenses him, with more or less formality, to live within its precincts.

Our thoughts, at the contemplation of the science of meteorology, with its cosmical interaction of correlated forces, recur, as we look upon the vast web of conventionalities and formal usages organized into institutions under the aggregate name of civilization. Here at last we have found a one, a unity, for which, in which, and through which all individuals exist and come to the fruition of their being.

It is the investigation of this wonderful process that gives rise to social science, the foremost spiritual science of the day, just as meteorology is the foremost physical science. Like the latter, too, it comprehends in its extent the functions of a myriad of minor instrumentalities. These latter depend upon the general science for their explanation; for the central process contains the moving principle in its entirety. It was Aristotle who first taught the scientific thinker to trace the fragmentary provinces of a system back to the central moving principle; by its means are to be explained the others; they are only its accidents—in its evolution it produces them.

In studying the phenomena of human life, from the broad point of view of social science, we find the definitions and limits of education, as well as of political economy and the allied sciences. Social and political science should investigate the essence of civilization, its laws of growth and decay, and preservation. The evolution of national ideas, their relation to previous and contemporary national ideas, and their limits which doom them to yield their place in the world of actuality—the study of these national ideas is the necessary preliminary to intelligent insight into the growth of history. The natural limitations, such as territory, climate and surroundings, are to be studied for the temporal element—the brick and mortar with which the architect-idea is to make itself visible.

Now, education is that branch of social science which treats of the preservation of civilization—not of its evolution, growth, or decay; for the causes of these lie far deeper than in a system of education.

It is necessary to bear this in mind; for every day we hear the would-be social reformer, or the professional croaker, refer to education things entirely beyond its scope—things which education can do little to make or to mar.

Coming together as we do, representing the educational interests of the nation, it is of especial importance that we discuss our problems in the full light of social science. When we see clearly what education may accomplish, and how far it may extend, and wherein it is supplemented by other social sciences, we shall then be able to see and apply practical remedies for pedagogical evils, and shall not waste our time in portraying ideals that can never be realized. We shall not be annoyed by our differences from other nations or peoples in this or that respect, but shall be able to justify our own methods, while recognizing the merit of other methods for different circumstances.

These considerations lead us to the point of view from which to discuss the present theme—that of the early withdrawal of youth from school.

It is obvious that education has a twofold province when we consider it as the means of preservation of civilization. It includes the initiation into the practice of what belongs to civilized man, and secondly, an initiation into the ideas that lie at the basis of that practice: in short, it is an inculcation of forms and conventionalities—moral education; and inculcation of theory—intellectual education.

Inasmuch as, in our nation, we require all to ascend to a participation in government, it is essential that our education embrace not merely the passive side of moral education—the inculcation of forms of practice—but it must furnish an insight into the necessity of these forms. Where the individual is to find his limit from within, we must see to it that his conviction is cultured so far as to base itself on an insight into the rational necessity of moral action; otherwise he will substitute caprice and selfishness for ethical motives.

Education takes place through the school, and through other agencies, such as the family, social intercourse, and municipal regulations. Its relative proportion in each of these agencies varies with the nation or country. Where, as in Germany, the family, social and municipal influences are very strong, little is left for the school to do in the way of moral education: the boys and girls are good, and may be safely left pretty much to themselves so far as the discipline goes. They will work, each for himself, to learn the appointed tasks. But in our country all these first mentioned influences are comparatively weak, and more is left for the school to perform. The school must seize the pupil, and train him by a strict discipline to obedience, before it can do much with him in an intellectual point of view. A lax school allows the weeds of selfishness, indolence, and insolence to grow up and choke the fair virtues that spring from self-restraint and renunciation.

It is therefore especially important that we in this country extend the school-life of the child during the most plastic period of his growth. Moral education requires time—far more than theoretical education. Where we must do both—give the child theoretical and practical education—we should require the maximum of time in school. In one word, our whole education should aim to give the pupil directive power; he is to be called upon (more than is the case in any other nation) for the outlay of directive power. He must therefore be practised for a long time in self-government, and he must be thoroughly initiated into the social necessity that underlies moral action; he must see principles. Upon such, and such forms alone, is the combination of man with man based, and this combination is the necessary condition for the ascent of one and all above the life of mere animals.

To the superficial observer the extraordinary demand made on the individual in our time for directive power is merely transitory, it is only contingent on the newly settled condition of our country. To a close observer, however, it is apparent that this demand for individuality is one that is likely to increase through all the future. The extraordinary facility of transit and communication—steam, the telegraph, and newspaper, are merely the instruments created by the idea of the age, which desires the existence of an active, thinking being in each human brain. The result is that all people are living on the frontiers of their national life, and are continually acting the part of pioneers. The intensity of this life will increase with the continued growth of inter-communication; the ties of family, and society, and State, are destined to relax in behalf of the ties of humanity—clannishness is to give place to cosmopolitan culture. The function of the school is therefore destined to grow in importance in all nations, and thus it is a legitimate inquiry for educators to make: How can we increase the pupil's time in school.

Again, it is not an indifferent matter to the educator whether the pupil spends the first years of his youth in school, or his later years. In case the first years are devoted to school, more of unconscious practice may be had, and the forms will make a deeper impression; there will be less of conscious insight, however. In case the later years are spent in school, self-determining reflection and insight may be acquired, but habits already formed will receive less modification. If we are to choose, in the light of the demands of our civilization, we should say the later education rather than the earlier. But, fortunately, we are not obliged to choose.



It happens that early education is of great influence in preventing premature withdrawal from school.

### I.—IMPORTANCE OF EARLY SCHOOLING.

I shall therefore mention, as one of the causes of such early withdrawal, the neglect of school education until the pupil is advanced into the later period of youth. If he attends school then, he is subject to continual mortification on account of his comparatively low standing with pupils of his own age. He is shut out from competition with those whom he chooses as playmates, and must constantly see himself surpassed by striplings. This cause works powerfully to prevent older youth from getting the education they feel the need of.

For this reason it is felt to be a very important thing to attract pupils to our schools while they are yet quite young. I am of the opinion, however, that in general this matter is not sufficiently attended to. We have in all our States many special conditions that enhance the importance of this early schooling. There is the call for youth to enter the fields of productive industry, at an age closely bordering upon infancy. In our manufacturing population, now growing far more rapidly than any other population, this is a very serious evil. Various devices, such as statute laws, requiring a certain number of months per year, or a certain number of days per week, have been tried. Evening schools have been established, libraries and reading rooms opened; still the problem is but indifferently solved. Looking at this phase of the subject, and considering the fact that in such communities the family life at home is mostly pernicious to the child, and his life on the street still more so, I think it necessary to modify the character of our lowest primary schools, allowing the entrance of pupils at the age of four years, and making the exercises less severe, and more entertaining to the pupil. Large changes, looking in the direction of the kindergarten system of Froebel, can probably be made to advantage.

Pupils thus received and nurtured at an early age will be at least made to love school, and to form good habits. They will be likely to continue at school to a far greater age than otherwise, for two reasons; first on account of the fact that having learned to love school life, their preference will go far to determine the consent of the parents. The child in this country has so much self assertion that he, as a rule, prevails over the will of his mother; and the two combined—what father can resist? Great power lies in the hands of school managers, therefore, to control school attendance by making schools attractive to children. The other reason for this effect of early school life upon the continuance of it has been adverted to in speaking of the fact that mortification at disparity of age and advancement deters many from attending school who would do so in later youth although they had neglected it before.

### II.—COLLISIONS IN DISCIPLINE.

I would mention as a second cause of the early withdrawal of youth from school, collisions in discipline. Want of skill on the part of the teacher, arising from imperfect self-control or from lack of insight into human nature, is the fruitful occasion of this deplorable result. This is a problem difficult of solution for the school manager. The most efficient means I have found is the prompt transfer of the pupil to some other school, by the superintendent. Great delicacy is necessary to prevent the feeling of triumph on the part of the pupil or the parent. But with a proper degree of stress laid on the various phases of the error of the pupil and a few words on the necessity of the teacher's position, one can usually manage to make both pupil and parent feel that a trial in another school is very considerate treatment and worth strong promises of amendment. But the best of this system of transfer is the hold it gives the superintendent on the self-control and general management of his teachers. Teachers who have their mistakes thus corrected are apt to take great pains to avoid them. Unless one can have some check of this kind on school discipline it is extremely liable to become harsh and produce the results mentioned; many a youth with a brittle temper will leave school before his time, if the teacher's system is not adapted to anneal his temper before attempting forcibly to bend it.

In this connection it is worthy of remark that the system of corporal punishment generally employed is likely to go out of use altogether before the close of the century. Any review of its history will convince one of this. The sense of honor

is developed earlier and earlier with each succeeding generation, and corporal punishment should give place to punishments of honor as soon as this sense develops. Honor is the feeling of the recognition of one's essentiality on the part of the community. To be deprived of this recognition is a keen suffering to most American youth above the age to enter school. Suspension from school is a means of punishment based on the sense of honor in pupil and parent, and also on the desire of the latter for the culture of his child. Municipal authority in the shape of truant and vagrant regulations must be relied on to supplement a mild school discipline, and special reform schools in which the spirit of military discipline prevails, will train into mechanical habits of obedience those who are morally too weak for the common school.

### III.—DEFECTIVE GRADING.

I would mention as a third cause of early withdrawal *Defective Grading*. As the second cause mentioned is defective discipline, the third is defective instruction or organization of classes for instruction. In the unclassified schools the pupil necessarily feels that he gets little of the teacher's attention. The teacher divides up his time among his pupils, hearing many classes that contain only one two or three pupils. His time is so dissipated that he gives only five minutes, or so, to a recitation. This suffices merely to hear the pupil repeat the words of the text book. The pupil on arriving at years of reflection, finding that he gets very little of the teacher's time and that he really learns only what he gets from his text book unaided, sees no use in continuing his attendance upon school and therefore leaves school. When we consider the value of the unclassified school as a means of culture to the community we find it extremely limited, and do not so much lament the decision of the older pupil who leaves, for the reason here mentioned. The advantage to him was of a moral and social kind, but very small, theoretically considered. The unclassified school has disappeared from our cities and large villages, but it still exists in the country districts very generally. Whenever the sizes of the schools have been such as to admit of it, a system of classification has been introduced and the immediate consequences have been: (a), great increase in the length of recitation; (b), far more thoroughness in the discussion of the lesson, sifting the different statements and probing the meaning of the same; (c), great stimulation of the mental activity of the pupil through trial and competition with other members of his class. These three advantages can scarcely be overestimated. They multiply the teacher's power just as organization improves the strength of an army. In the unclassified system the teacher is only a private tutor, and the fewer pupils he has, the better for each and all. In the classified system the proper quota of pupils is a potent instrument in the hands of the teacher, and he uses the whole class to correct and stimulate each one in it. The lesson, as recited and discussed by and before the class, gets all its phases stated, restated, and criticized as it never could in the case of a single pupil with a private tutor. The presence of the class arouses to a high pitch of energy the teacher, and each individual in the class is excited by the presence of the teacher and the rest of the class. These circumstances account for the high estimation in which the graded system is everywhere held. So many good things have a tendency to hide some very serious defects. It is this very system, however, that is so organized as to prove the very greatest of all causes for the early withdrawal from school. To this aspect of graded schools I therefore invite your most earnest attention while I endeavor to portray its injurious effects and suggest the remedy for them.

The tendency of all classification is to unite pupils of widely different attainments. Especially is this found in small schools. The consequence is that the lesson is too long for some and too short for others. The best pupils in the class are not tried to the full extent of their ability; they consequently lose in some degree the discipline which they should gain. The poorest pupils of the class are strained to the utmost. They are dragged, as it were, over the ground without having time to digest it as they should. This develops the result that the overworked pupils are frequently discouraged and drop out of the class, and likely enough out of the school altogether. In large systems of schools where classification is very perfect the evil here spoken of need not occur to a serious degree; but it does so very frequently from the fact

that the course of study is laid out in grades (ten more or less in number) and all pupils are classified or graded so that each belongs to one of these grades. All the pupils in the grade must be in the same degree of advancement at about the same time. The result is that the school is classified in such a way that there are ten classes separated by intervals of from five to ten month's work. Then promotion is made from one grade to another at set times, annually or semi-annually. All who pass the examination commence the work of the next grade: all who do not, continue until the next examination in the work of the grade through which they have just passed. The effect of this is frightful as a cause of early withdrawal from school. The parent and pupil feel very keenly the time lost. The pupil must have been over much of the work of the year: perhaps nine-tenths, or three-quarters, or perhaps only one-half of it. Yet what he has done entitles him to an advanced position over his fellow pupils of the next class below him. If he returns to school after being thrust back a year for his lack of less than half a year, he appears in the ranks of a class who were a year's work behind him. He has lost his ambition: he is sometime in the class before they come to work difficult enough to arouse him to the exertion of his full energies. Meanwhile he has lost his discipline for hard study and he is very likely to break down a second time on the work of the year. A second failure for promotion is nearly sure to cause withdrawal from school. The parent has lost faith in the talents of his child and puts him into business or apprentices him to a trade. The youth has lost his own confidence in himself and is a stunted intellectual growth for the rest of his life.

Was there any advantage in this kind of grading? How could it otherwise have transpired? Instead of the procrustean bed of grades, the pupils should have been classified into classes of thirty, or less, each. These classes in all large schools would be separated by intervals of about five weeks' work. As often as these classes, any of them, become too small by the withdrawal of pupils, or too large by the assignment to them of new comers, there should be a new formation of classes. The best pupils of one class are to be sent up to the next, the best from the next below are to be promoted and joined with the pupils remaining. Those not promoted are now united with the best of the class that is five weeks' work behind them. The degradation is scarcely felt. It was rather called, in both cases, a promotion of the best ones, not a degrading of the poorest. It is a process of cutting up the school into classes anew, and as a matter of fact the pupils need not have changed rooms to any very great extent.

A set time for examination and promotion is injurious, just in the ratio of its infrequency. Annual examinations for promotion, and the discontinuance of promotions at other times, is an extremely pernicious system, and occasions early withdrawal from school more than any other cause. It is evident that the farther advanced the pupil, the more unfavorably will it affect him; and yet, in our schools throughout the country, the system is so arranged that this procrustean device applies more especially to the advanced pupils. In how many of our cities is there promotion to the High School oftener than once per year? What becomes of the pupils who lack one per centum of making the standard required? Are they not sent over the work of the highest grade of the grammar schools again, and thus made to occupy a year in doing what they might do in one-fourth of that time? And do they not leave school at this crisis more than at any other time in the whole course? Are not our High Schools arranged in grades or classes just one year apart in their work? And is all this necessary? Not certainly where there are pupils enough to make two or more divisions of thirty pupils each. If the pupils from the highest grade of the Grammar Schools had been classified according to their rank in the examination, the first thirty would have formed the highest division on the High School work, the next thirty the second division, and so through those who had made a reasonable standard. Then would have come the highest thirty pupils in rank of those not admitted, who should be admitted to a central school and conditioned to five weeks' work on the studies of the first grade of the Grammar School, and then examined again; the next thirty to a longer period, and so on. Pupils thrown back five weeks, and then classified with their own fellows who had been unsuccessful, would find the hardship a very

trivial one, and would scarcely think of leaving school in disgust.

For schools where the number in any grade fell short of the requisite thirty wherewith to form a new division—of course this plan of subdivision could not be carried out. But so far as the first grade of the Grammar School is concerned this would rarely happen, and still less likely would it occur with classes below the highest grade. The principle is clearly this: Not a procrustean bed of grades on which the school is to be stretched so as to reduce the number of grades of advancement to ten, or any other special number; but a thorough classification of all the pupils into classes on a certain quota as a basis, whether this be thirty or twenty-five, or whatever other number is considered the best. The endeavor will be to have classes separated by as small an interval as possible. But four or six weeks' work is small enough for all practical purposes. And in order to make this arrangement uniform, the pupils in upper grades, when too few to form classes with the required quota, should be brought together in central schools; and this principle should be applied as far as possible: if the highest grade in the High School consisted of sixty pupils or more, the division of it into two classes would be required.

The results of the arrangement here proposed will work the following good effects:

1. It will enable one to fix a higher per cent. for admission to the High School, and for promotion from class to class.
2. It will bring together into classes pupils who are comparatively near together as respects qualifications.
3. It will render possible the new formation of the divisions by promotion of the best pupils from each division into the next higher, whenever considerable inequality begins to manifest itself in any of the classes or divisions.
4. This continual adjustment will render far more efficient the instruction, the good pupils being very seldom kept back for the poor ones.
5. The whole school system will become elastic and mobile. Like the current of a river there will be, everywhere, forward motion—in the middle the current is more rapid, at the sides the current flows more slowly. The work of the grade laid down for a year's study will be accomplished in three or three and a half, quarters by the brightest, by the dullest and slowest in five quarters.
6. There will be no temptation to push on a slow pupil, or drag him beyond his powers; no temptation to promote a pupil to a new grade's work before thoroughly completing what is below him.
7. This system will reduce to a minimum the early withdrawal from school on account of non-promotion.
8. Its economy is a very considerable item, inasmuch as the divisions in the upper grades would be kept continually full by promotion from below.
9. Inasmuch as pupils are continually entering school, and others continually leaving, it is clear that a system of grades nailed to the calendar, and inflexible as the seasons, is not so well adapted to actual emergencies as one wherein the extreme of classification is reached compatible with the established quota for the size of classes.
10. By this plan would be checked a pernicious system of holding back pupils from examination for the High School simply for the purpose of gaining a reputation for the school through the high per cent of its pupils in the competitive examination.

Doubtless there is a certain degree of thoroughness requisite in the lower branches before the pupil can profitably take up the studies of the next higher grade. After attaining this per cent. it is possible to continue the pupil drilling over the lower work, in order to secure a certain mechanical thoroughness, so long as to waste much time that might be better expended for the pupil's culture and growth on the higher studies.

It is in these higher studies that the pupil gets most directive power—the most valuable power that the community can obtain from its schools. When a community does not educate its directive intelligence, it is forced to import it at a very exorbitant price. With reason, therefore, it is a matter of concern to a community to prevent, if possible, the early withdrawal of its youth from school.

The causes which I have discussed here are, lack of early schooling, injudicious discipline, bad grading, including the lack of classification and the making of the system too rigid. Other causes, such as the pressure of poverty, or the avarice of parents, or the over demands of productive industry (as happens in the case



of war where the adults join the army and leave the older youth to carry on their tasks at home)—these causes and others, such as dissipation or criminal negligence of parents, I pass over for the reason that they belong to the legislator, or to the political economist to consider, and not specially to the educator.

## ADDENDA.

*Objections considered in the Debate that followed the reading of this paper.*

I come next to consider certain objections that are likely to be made. Inasmuch as the conventional forms of activity become also moulds for the formation of opinion on all related subjects, the new scheme is censured for not fulfilling functions entirely dispensed with in the system based upon it. I hear the objection made, that this system would cause a collection of the dull and stupid pupils into classes by themselves—a deplorable result. But this is one of the evils which this system is adapted to correct. The fact that the best pupils from below are allowed to rise through the masses above them, as fast as their ability can carry them, is surely not likely to prevent the slower pupils who are their companions from exerting all their energies, and making considerable progress. The stream of bright pupils from below is inexhaustible; from the primary grades it ascends, continually passing fixed points, or points that move on more slowly. In every class there will be its quota of bright pupils, some leading the class and some just sustaining themselves in it, having recently joined it. But in the old system, all the bright pupils had attained the top of the class, and the dull ones had fallen hopelessly to the bottom, long before the needed re-classification took place.

It has been further objected that this system causes so rapid a change from teacher to teacher that the very important personal influence of the teacher is materially impaired. But under this system in the higher grades the pupil would hardly change teachers oftener than once or twice per year, and a change as often as this is desirable for the healthy individual culture of the child. The school should not be a family influence, exclusively. It is the transition to civil society; consequently the pupil must change teachers often enough to correct any one-sided tendencies of social culture that he may be liable to acquire from the individual teacher.

In small towns where the High School classes do not number over thirty pupils each, such subdivision as I have here described cannot be accomplished. But in such places there is ample occasion to apply this system to the district schools, which frequently suffer more than the High School from the wide intervals between the higher classes. Transfer of the same to the High School as a preparatory class, or to intermediate schools will be found a salutary measure.

In the next place, it is objected that this plan prevents a general examination of a system of schools on one standard, as conducted by a superintendent. At a given time in the year the pupils in any one grade will not be found in the same degree of advancement, but will be at as many different stages of work as there are classes. But this general examination is no longer required as a test for promotion, and hence its value is limited to the discovery of differences between classes, a function that it will perform excellently under the system proposed. More than this, by the new system one can test the thoroughness of a class by comparing its work on the examination with that of other classes next to it, above or below.

In the St. Louis schools there are 29 pupils in the first year's work to 22 in the second, 21 in the third, 12 in the fourth, 7 in the fifth, 4 in the sixth, 2½ in the seventh year's work, and 2½ in the High School course of four years. Thus the grading there is uniformly good in the lowest three years of the course in all the schools. In the upper four years of the District School course, and in the High School course, it becomes necessary to transfer pupils to central schools, in order to secure the same advantages. The system of Intermediate Schools in Cincinnati was designed to accomplish this object. In Chicago and St. Louis the grading in the lower classes of the District Schools has been for some time conducted on the system here proposed, and with satisfactory results. The introduction of the same system into the higher classes, as here proposed, would seem to be demanded by all practical considerations, such as economy of teachers' salaries and economy of time on the part of the pupil.

## VACATION.

BY ANNA C. BRACKETT.

[The following beautiful little poem, by Miss Brackett, was originally published in the *American Journal of Education* last fall. It has been so much admired that we need make no apology to our readers for inserting it a second time.—Ed.]

When did we go to the Michigan woods?

I only know

That the air was sweet with the low white clover,  
And the honey-bee, the wild free rover  
Had never far to go.

How long did we stay in the Michigan woods?

I only know

That the fire-weed flamed crimson higher and higher,  
Till only one blossom crowned the spire,  
While below, the seeds lay side by side,  
Ready to fly out far and wide  
As the winds might chance to blow.

How long did we stay in the Michigan woods?

I only know

That the elder-blossoms grew white, then brown,  
Then the scarlet berries hung heavily down,  
Over the green below.

How long did we stay in the Michigan woods?

I only know

That the thistle flung open his armor green  
Till his purple silken vest was seen,  
Then changed to a fairy in gossamer grace,  
That brushed with her silvery robes my face,  
As she floated high and low.

When did we leave the Michigan woods?

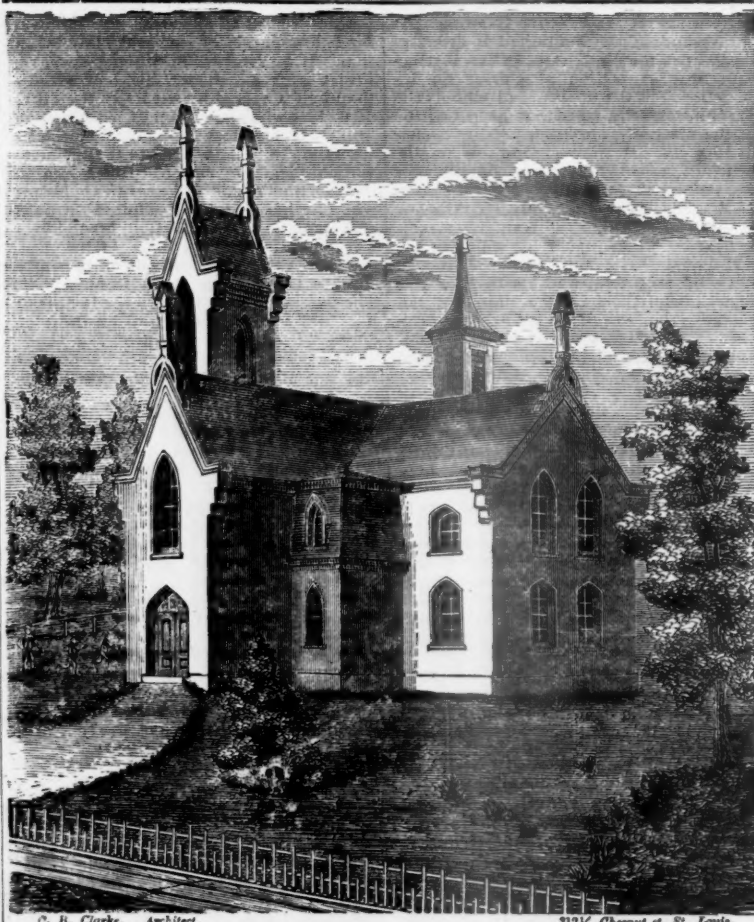
I only know

That clusters of asters, purple and white,  
And the golden-rod, like a flash of light,  
Had set all the roads aglow.

When did we leave the Michigan woods?

I can only say

That the yellow poplars trembled over  
Where the weary bee hunted in vain for clover  
The morning we came away.



COULTERVILLE, ILLINOIS, PUBLIC SCHOOL.

Drawn and Engraved Expressly for the AMERICAN JOURNAL OF EDUCATION,  
By C. B. CLARKE, ARCHITECT, ST. LOUIS, MO.

## VENEZUELA.

BY F. A. S.

THOSE who have examined the reports of the United States Commissioner of Education for information regarding the condition of education in South America have been surprised at their meagerness. This is due partly to a general ignorance concerning South America in this country, and partly to the fact that there is very little to report.

Save in the Argentine Republic, where, owing to the earnest and continuous efforts of Sarmiento, something like an effective public school system is in practical operation, the Spanish American Republics have scarcely anything to show in the direction of popular education.

Their efforts, if any have been made, have evaporated in sounding edicts, and have never touched the people. The chronic state of revolution which has afflicted South America has brought this about. "Inter-

arma silent leges." But in war times school laws especially sleep. The pen may ultimately triumph, but when the sword leaps from the scabbard, the vocation of the schoolmaster is at an end.

It is fortunate if the issue of war—of civil war—shall leave in power a party intelligent enough to discern the real sources of political weakness, and to guard against them by calling the schoolmaster from his seclusion, and establishing itself not only in power but in the hearts of the people, by the promotion of free popular education.

I have before me a little pamphlet from Caracas, entitled "*Circular Decreto y otros Actos sobre Instrucción del Pueblo*," which reveals so curious a condition of affairs in Venezuela, and such intelligent views, both of the right of the people to be educated, as well as of the necessity to the State of their education, that it will doubtless interest the readers of this Journal.

The contents of the pamphlet are, first, an introductory circular issued by Martin J. Sanavria, Secretary of Protection (corresponding closely to our Secretary of the Interior), in which he commends the cause of popular education to the Presidents of the several States, and transmits the Decree, which constitutes the second and most important part of the pamphlet, and the basis of the Venezuelan system of free schools. This is issued in the name of Antonio Guzman Blanco, General-in-Chief of the Constitutional Army, and establishes two kinds of public instruction—the obligatory, or necessary, and the free or voluntary—both being strictly secular.

The former, in which every child is required to be taught, comprises general principles of morality, reading and writing, practical arithmetic, the metric system, and a compend of the Federal Constitution. The course of voluntary instruction embraces all branches, as far as it is practicable to teach them.

For the establishment of schools, a National Board or Directory is created at the capital, at the head of which is the Minister or Secretary of Protection. Under the superintendence of this Board are the Superior Juntas in each State capital, and subordinate to these are departmental, parochial, and vicinal Juntas, and popular cooperative societies. These ramifications correspond closely to our own, of State, county, township, and school district organizations.

The duties of all these juntas are elaborately prescribed, and provision made for a school fund by means of a special tax collected by sale of stamps.

The decree provides for schools in all the forts and military posts of the republic, for the establishment of an educational journal, and for correspondence with foreign educators and scientific and literary institutions.

This decree was issued June 27th, 1870. On the 14th of August the National Directory was formally installed at Caracas, in the presence of a numerous and brilliant assemblage. An address was delivered by Minister Sanavria, which we have in full. In it, as well as throughout all the contents of the pamphlet, are the most intelligent and exalted views of the value of universal education as the strength and glory of a nation.

All this occurred two years ago. What has been the result?

Those who have seen the difficulty with which public schools have been established in many of our own States, and the opposition they still meet with in some of them, will not be surprised to learn that, thus far, little if anything has been accomplished in Venezuela.

It was an extraordinary thing to attempt to establish a system of free schools at the point of the bayonet. The result shows that the wisest policy of the most enlightened administration Venezuela has seen is



void of fruit, and will be until by degrees the people come to an appreciation of the necessity of education. A system of popular instruction to be effective must have the popular sympathy; and twenty years of anarchy and intestine strife have left in the masses of the people of Venezuela but little education or sympathy for it.

Something has been accomplished by the establishment of an educational Journal (*El Abecé*), of which I have several copies. It is published four times each month, and contains articles on popular science, philology, official matter, and such articles as generally find a place in papers of that character. A circulation of 3,500 copies shows its popularity.

Within a few days the news comes that civil war is practically at an end. The army is to be disbanded, elections are to be held in the several States, and all the signs are prophetic that Venezuela is about to enter, under her present enlightened administration, upon a career of peace and prosperity. We shall hear good things of her schools yet.

#### PHILLIPS' EXETER ACADEMY.

BY AN ALUMNUS.

OF the numerous academies which have made for themselves a name and a power in New England and throughout the country, none has done more for the cause of sound and liberal learning than that located at Exeter, N. H., and called "Phillips' Exeter Academy," to distinguish it from another Phillips' Academy in Andover, Mass., both founded by one family.

Chartered in 1781, it was opened for pupils in 1783. Its founder was John Phillips, LL.D., a graduate of Harvard in the year 1735. \$60,000 was the total amount of his gifts at various times, a sum which was indeed princely in those days, and which, by a preservation of a part of the income, has so increased that the fund now available is \$125,000. The only addition from other sources has been \$35,000, which was given for specific purposes.

In 1855, Abbott Hall was erected for the special accommodation of students who needed assistance, where rooms, furnished plainly, can be had rent free, and where board is furnished at cost.

The tuition has ever been small, and is *always* remitted to those in straitened circumstances; and some years not more than half the students have been paying students. Indeed, it has always been the pride of the Academy to give to poor boys as good opportunities for the foundation of a first-rate education as can be obtained in the country.

The first Principal of the Academy, Dr. Benjamin Abbott, was graduated at Harvard in 1788, at the age of 26, and occupied the position of Principal for fifty years. His retirement in 1838 was made the occasion of a grand

gathering of the scattered Alumni, and a dinner, at which Daniel Webster presided, and speeches were made by Edward Everett, and his brother Alexander, Leverett Saltonstall, John P. Hale, and other distinguished sons of "old Phillips."

Dr. Abbott was succeeded by Gideon L. Soule, LL.D., who entered the Academy fifty-nine years ago as a pupil, and began his career as an instructor just fifty years ago.

Many men, distinguished in professional and in public life, have been instructors in the Academy. The name most familiar of all these to Western people is that of J. G. Hoyt, the first Chancellor of Washington University, who was Professor of Mathematics for eighteen years, and whose name and character need no eulogy at this time.

The old wooden building erected in 1794, in which so many eminent men made their preparation for College—among them Webster, Cass, Everett, Bancroft, Sparks, Hildreth, Gen. Dix, Gen. Butler, John P. Hale, and President Chadbourne—was destroyed by fire in December, 1870.

As the gift of the Alumni, who contributed upwards of \$45,000 for the purpose, an elegant and convenient brick building has been erected, which covers an area of 72 by 65 ft., and has on either side projecting wings extending backward beyond the main building, each 38 by 72 ft. The extreme height of the tower is 100 feet. It contains a clock, the gift of an Alumnus, and a bell, the gift of the class of 1870.

The lower floor is devoted to recitation rooms, and the second story has recitation rooms, society rooms, and a fine hall, 69 by 43 feet. This hall is to be hung with a large number of portraits of distinguished officers and friends of the institution, and already there are excellent portraits of Dr. John Phillips, the founder, Daniel Webster, Lewis Cass, Leverett Saltonstall, Dr. Nathan Lord, John P. Hale, George Bancroft, Chancellor Joseph G. Hoyt, presented by his pupils at Exeter, Rev. Dr. Burroughs, for many years President of the Board of Trustees, Dr. Benj. Abbott, Pres't Paul A. Chadbourne, of Williams College, Dr. Soule, and Hon. Jeremiah Smith. There are busts also of Jared Sparks, Gov. Gilman, Dr. Burroughs, Daniel Webster, and portraits and busts of Everett, Buckminster, Dr. James Walker, and other graduates of the school, have been promised.

June 19th was appointed for the dedicatory exercises, and also for the celebration of the completion of Dr. Soule's fiftieth year as an instructor in the Academy. The beautiful hall of the new building was filled to overflowing with the Alumni and their ladies, and other friends of the school.

Hardly a class since 1801 was without its representative, and men distinguished at the bar, on the bench, in Legislative Halls, and in the best

of our Colleges, were there to look once more upon the face of their venerated teacher, and to have one more chat in the old familiar places with classmates and friends from whom some had been separated nearly half a century. St. Louis was represented by Hon. Amos Tuck, Land Commissioner of the Atlantic and Pacific Railroad, for many years a trustee of the Academy, J. Langdon Dearborn, of the class of 1853, and M. S. Snow, of the class of 1861.

The address in the hall was delivered by Rev. A. P. Peabody, D.D., of Cambridge, President of the Board of Trustees, and was an eloquent and graceful appeal for just such *classical* culture as the Academy has made its especial aim for the last 35 years. The speaker promised that the best and most thorough preparation for College should still be the main purpose of its instruction. Allusion was made to several of the present and past instructors of the school, and the mention of the names of Prof. Hoyt and Dr. Soule called out most enthusiastic applause. The address was one eminently appropriate to the place and occasion, and well worthy of the eloquent speaker.

Sydney Smith once said that if London should be burned up a committee of citizens would at once meet to commemorate the affair by a dinner. So the Alumni of Phillips' Academy gathered on the Campus early in the afternoon, and marched, under the arching elms of the beautiful streets of Exeter, to the Town Hall, there to celebrate the burning of their old home by a dinner.

Some three hundred graduates sat down together, and passed several hours in pleasant chat, in song, and in listening to reminiscences of former days, from the oldest graduates, and cheering words for the future of their beloved foster-mother from the younger men.

Dr. John G. Palfrey, of Boston, class of 1812, presided, and announced as the first sentiment, "John Phillips, the founder of the Academy," which was drunk standing. He then exhibited the diploma of Mr. Phillips as LL.D., of Dartmouth, a commission from Gov. Winthrop, making him a captain of the independent corps of Cadets, several memorandum books, bound in the wrappers of the sugar-loaves in which he dealt, his marriage certificate, pocket-book, watch, and several other interesting relics.

The President then called upon John Sorasey, jr., of Bucksport, Me., class of 1801, who gave some interesting reminiscences of Dr. Phillips.

Wendell Phillips was the next speaker, and, as always, he spoke most eloquently. The "silver-tongued" cannot speak anywhere, however, without some scolding, and this time he berated the scholars of the country for not being, as they should be, foremost in every great question that has agitated the age. He showed how New England had drifted away from the old-time education, and gave a hit in passing at

the public school system which forgets that man has a stomach as well as a brain. He truly said that educated men ought to be the servants of the people, in leaving every new question open to the light, and the guide of the people in every doubtful emergency.

Dr. Soule, who was unable from ill health to be present in the morning, was at the dinner, and briefly expressed his thanks for the pleasure of meeting so many Alumni, and for their gifts to the Academy, and then retired amidst hearty cheers.

Speeches were then made by Hon. Amos Tuck, Prof. Bowen, of Harvard, and others, and then John Langdon Sibley, Librarian of Harvard College, was announced as the giver of \$10,000 to the Academy some years ago. This has now amounted to \$15,000; and the name of the generous man has been kept secret until Mr. Sibley was at length persuaded to allow the secret to be divulged at the Alumni festival.

Mr. Sibley's speech was the speech of the afternoon; and, as he gave an account of his struggles in early life, of the manner in which the money had been accumulated by him and by his father, and of the motives which led him to give to Phillips Academy almost his entire property, his earnestness, his deep feeling, and his love for the "institution which had done so much for him," caused every eye to moisten with sympathy; and when he concluded, nine rousing cheers were given, with a will too.

The Exeter song, written for the Abbott Festival in 1838, was sung, and the formal exercises of the day closed. The rest of the day was given up to social intercourse, and to strolling around the streets of the quiet town.

Thus ended the second great gala day of Phillips Exeter Academy; and its events will bind still more closely to their *Alma Mater* all who were fortunate enough to feel their inspiration.

#### OUR TEACHERS' BUREAU.

THE applications to the editor of the *American Journal of Education* for good teachers in the West and Southwest have become so numerous that we have established, for the benefit of all concerned, a "Teachers' Bureau." Those desiring teachers are requested to state—

- 1st, Salary paid per month;
- 2d, Length of school term;
- 3d, Qualifications required.

Teachers desiring positions will also state—

- 1st, Their age;
- 2d, How much experience they have had in teaching;
- 3d, What wages they expect per month.

We charge each applicant for a position, and each person applying for a teacher, the sum of *one dollar in advance*, for inserting their application.

#### TEACHERS WANTED.

No. 59. A principal for a High School in a Southern city. Nine or ten months' school. Salary \$140 per month.

No. 60. A male assistant in a private school; must teach German. \$30 per month. Can board in family of principal.

#### TEACHERS WANTING SITUATIONS.

No. 209. In a school or private family, by a young lady competent to teach the higher branches in English, rudiments of Latin, also French, painting, and drawing. The highest references given.



THE AMERICAN

## Journal of Education.

J. B. MERWIN ..... Editor.

ST. LOUIS, MO., SEPTEMBER, : 1872

## THE NATIONAL EDUCATIONAL ASSOCIATION.

THE meetings of this Association took place, as previously announced, in Boston, and under very favorable circumstances as to weather and location; for the skies were cloudless, the air pure and bracing, and the spacious halls of the Girls' High School offered ample room for the exercises.

Following the same plan as last year in St. Louis, the morning and evening exercises were of a general character, while the afternoons were devoted to meetings of the several sections, viz: that of Elementary Instruction, the Normal Department, Department of Superintendence, and that of Higher Instruction.

This system is perhaps the best that can be adopted, and yet, like all other things of human contrivance, it is accompanied with many inconveniences. Education is so much a unity that what interests one interests all, *i. e.*, so far as any real thought is concerned, or any real principle is involved; and so strongly is this felt, that it was proposed at one time to give up the Department of Superintendence as a special department, on the ground that the superintendents ought to be present at the exercises of the Elementary Section, and those of the Normal Section.

Again, the interesting discussion in the Elementary Section Thursday, on the Amount and Method of Physical Science in Elementary Schools, was carried on to almost empty benches; not for lack of interest in the subject, but because Miss Stickney's interesting address on Practice Schools, in the Normal Section at the same time, drew the crowd to that room.

One thing seems to us clear: the best thinkers that are to be found in the ranks should be assigned work before the general Association. It is there that all the great questions should be proposed—all the great principles discussed—and the special work of the sections should be confined to details. If this plan should be carried out in the future by those who have the care of arranging the programme, there would result a greater unity in the proceedings than can be claimed for the Boston session. This want of unity, this division of interests, is the main criticism we have to make.

One feature of the session deserves passing mention: the fact that the president of the Elementary Section, and the vice-president of the Normal Section were ladies. The self-possessed and graceful way in which Miss Lathrop of Cincinnati conducted the elementary section in the large

hall commanded the respect and admiration of all who attended any of its exercises.

One of the best results of these meetings is the bringing together of those who are most actively engaged in the work of education from all parts of the country, and thus establishing a community of interests more thoroughly than any other agency could do. The Annual School Reports which are sent far and wide over the country from all our large cities help to do this to some degree; but, on the other hand, they only serve to make more recognized the need of personal meetings on the part of those who look to each other's work and experience for aid and guidance.

The lessons of statistics are beginning to be recognized as of paramount value in determining methods; but statistics are trustworthy only in proportion as they are gathered from widely separated and very numerous fields.

We were sorry to miss the presence of the Boston Superintendent, and of many Boston teachers. The West was nobly represented, and does not need formally to assert the active interest which she takes in the question of education. And among the most interesting words were some from teachers in the far South, to whose noble efforts in the cause the public attention of all educators is now directed.

To pause to enumerate the essays which appeared to us most valuable and suggestive is hardly worth while. It is evident that, while much effort is wasted in asserting the claims of education as of vital importance to the world, there is going on some real thinking in the minds of many of our educators that cannot fail to bear its fruit in good time. Less and less time is given to details and descriptions of methods than was the case at the meetings some years ago. More and more we have given to us the results of patient thought, and hence valuable insights into the real nature of the work in hand.

The issues discussed last year in this city were for the most part thrust aside for new ones. Some remarkable new departures were indicated, and some long settled disputes were feebly awakened.

The interest in the Japanese question provoked much speculation as to the potency of education in eradicating national customs and in creating new ones. Never before in the history of the world has so radical a problem presented itself. National death is comparatively frequent, but national palingenesia founded on the free adoption of a foreign culture, going so deep as to include language and the forms of civil society, is hitherto an unheard of phenomenon in the history of this world. It is not surprising that our educators look with intense interest for the result.

We cannot expect that much good will ever arise from formal sets of resolutions on the methods of edu-

cation promulgated as the sense of an Association; and the spirit which demands such positive statements as the net result of its deliberations betrays the impatience of shallow thinking. We shall find education formulated in this convenient way among the Chinese; but the spirit which inspires the true teachers of America is too deep and profound to demand such. They will take the suggestive thoughts uttered during the session; they will be encouraged and strengthened by the consciousness of so many co-workers, and in their own studies they will grow into new insights into truth, and a knowledge of the nature with which they have to deal, which will work out in the future a system of education worthy of the nation whose name it shall bear.

## THE CAMPAIGN.

THANKS to the enterprise and generosity of our railroad men, our Western teachers have enjoyed unusual advantages for travel this summer. As we write they are gathering from every quarter to begin their work anew. Whether they have been drinking deep intellectual potations at the Teachers' Congress at Boston, inhaling the fragrance of the Michigan Pineries, testing the clam-chowder of Rye Beach, scrambling amid the perpetual snows of Colorado, or casting wistful eyes outward past the Golden Gate toward the newly awakened Orient, they come back refreshed by their travel, with enlarged sympathies, broader culture, and new energy for the campaign before them.

What is the campaign to be? The enemy against whom it is waged is one always overcome, but never yet—perhaps never to be—vanquished. Ignorance and vice have indefinite powers of multiplying themselves, and the warfare against them must be ceaseless, watchful, and earnest.

What new weapons of warfare, what new strategies, what new strength do our teachers now bring to the conflict? What elements of power have they acquired during their vacation? Surely to most of them the vacation has been a season of profit. If they have applied themselves to nothing else, travel alone, new scenes, new society, the jostle and friction, the wider and deeper vision, and truer knowledge of men, all these arm the teacher for more effective work.

Better for many a teacher to sail in a mackerel schooner to the Bay of Fundy than to hear all the discussions of the Boston Convention. Better to spend a week among the big trees of the Yosemite, than six in a Normal Institute.

The Boston Convention is good. The Normal Institute is good, but relief from text-books and essays on teaching, and a short companionship with the non-pedagogic part of the race, and communion with nature, the billow, the rock, the solemn cañon,

these refresh the wearied soul, and send the teacher back to his work with new life. Read, brethren, with fervent purpose, the reports of the convocations. Get from them all the good you can. It is much. But let the experience and reminiscences of travel be in your hearts and on your lips, vivifying the dull routine of your class exercises, and seasoning the solid food you daily offer to the hungry souls about you.

## INDUSTRIAL EDUCATION.

THE times never were so propitious for the establishment of industrial and technical schools in America. The branches of manufacture which have been built up at great expense and sacrifice hitherto, are in a short time to become a vastly greater source of strength to our country than even her immense agricultural resources.

England has founded her vast commercial interests and her political power on her coal mines, without which her manufactures never could have been established.

The tremendous rise in iron has a new significance when we find it is owing to the increased cost of production of coal. This is so great as seriously to affect every branch of industry that depends largely on consumption of fuel, so that a thoughtful article in the *British Quarterly* says:

"Those manufactures in which the quantity of fuel required forms a main element of the cost will have to leave the country. Apart from political causes, the smelting of iron cannot very long be kept up in England, when, with an increased price of coal, it costs appreciably more to produce a bad iron here than it does to produce a good charcoal iron in Russia."

This condition of things is better for us than any protective tariff.

Now is the time to get ready. We can produce better cutlery now than Sheffield; henceforth we will produce it cheaper, and the two elements of better artisanship and greater economy of production, will in time make us the great manufacturing people of the globe.

Let no time be lost in providing the means to perfect our young men and young women in all branches of art and industry.

Such triumphs of artisanship as are displayed in our various annual Fairs and expositions are something better than a mere show. They stimulate study, invention, and industry. The St. Louis Fair, to any one who can use it rightly, is a great, practical, polytechnic school. Success to it and to all kindred enterprises.

WE consider it no small compliment paid to the intelligence and enterprise of the *eighty thousand* readers of the *American Journal of Education*, that so many of the best business houses in Boston, New York, Philadelphia, and St. Louis use our columns to say what kind of goods they have to sell, and where they can be found.



## IMPORTANT DECLARATIONS.

WE publish below some of the more important declarations of the National Teachers' Association, which convened in Boston last month.

We hope all our teachers, school officers, and law-makers, will carefully read and consider them, and urge the press of the country not only to print, but to discuss the propositions thus laid down:

Whereas, the profession of teaching stands at the source of all other occupations; and

Whereas, in the United States the subjects connected with education must, in order to the efficient support of schools, be understood by the people generally; and

Whereas, many of the subjects connected with teaching and the organization and support of schools require extended and profound examination under great difficulties; and

Whereas, the compensation or profit of those engaged in the business of professional educators does not make it possible for them to be at the personal expense of these labors, and publications of the sort demanded are not yet sufficiently profitable to invite voluntary private efforts adequate to these professional examinations of facts and systems; and

Whereas, there is no other concern more national, or more intimately affecting the entire body politic; therefore

*Resolved*, That we congratulate ourselves and the country that the National Bureau of Education has been enabled to some extent to begin to meet those wants by pursuing those investigations which are increasing the value of educational statistics, and by publishing occasionally, for the benefit of the educators of the country, the rare products in the educational field in this and other countries.

*Resolved*, That, in our opinion, facilities for the publication of circulars of information by the National Bureau of Education should be increased; also that Congress should provide for a large edition of the annual report of the Bureau, to be distributed immediately on its publication, as an executive document, among the teachers and school officers of the country, in order that they may have at once, in the conduct of this work in the current year, the advantage of its aggregation of information drawn from the previous year's experience.

The following are also of equal importance:

Whereas, Congress has passed through the House of Representatives, and has under consideration in the Senate, a measure: 1st, setting aside the net proceeds of the sales of the public lands for educational purposes, reserving one-half of the annual profit of these lands as a permanent fund, and disbursing the other half, together with accruing interest, annually, among the several States, for a term of years on the basis of illiterates, as a method of aiding most those States that need most, and afterwards on the basis of the entire population.

Whereas, this aid is bestowed upon such conditions only as are calculated to secure with the greatest certainty the object proposed—the universal education of the people; thus in no way interfering with the constitutional relations of the general government to the several Commonwealths; and

Whereas, we are profoundly impressed with the necessity of this aid to overcome the ignorance which is so perilous to the country, and

Whereas, we can see how it will aid in giving a new impulse to education in the most intelligent communities; and

Whereas, this action of Congress is a recognition of the principle of national aid to education, which this Association has emphatically recommended; therefore,

*Resolved*, That this Association heartily commends the action taken by Congress, and calls upon the friends of universal intelligence and virtue in the land to give this bill their hearty support, as one the importance of which is not outweighed by that of any other measure before Congress.

*Resolved*, That we recognize the great importance of education in art, and that we most earnestly recommend to the boards of education and the teachers of the country, the early adoption of measures looking to its introduction into all our schools.

*Resolved*, That in the careful special preparation of the great mass of teachers, we have the only guarantee of the success of our public school system, and that we desire earnestly to urge forward all well-directed efforts to this end, through the establishment of normal schools of the different grades, of institutes, and such other instrumentalities as the pressing needs of the country demand.

*Resolved*, That the introduction into the public schools of correct methods of instruction in the elements of science is a subject demanding immediate and most careful attention.

## OUR FAIR.

THE Twelfth Annual Fair of the St. Louis Agricultural and Mechanical Association will be opened October 3d; and, in deference to a general desire often expressed, will continue ten days.

Including the \$10,000 cotton premium, the schedule of premiums this year will amount to \$50,000.

Every State in the Union will be represented at this greatest of national expositions, which rivals, in its magnitude and interest, the World's Fairs of London, New York and Paris, and probably attracts a larger attendance than the celebrated Russian Fair of Nijui Novgorod.

Its grounds are certainly better improved, and its halls for the display of goods more extensive than those of any similar institution in the world, while the amphitheater exceeds in extent the famous Roman Coliseum.

There exists no more striking evidence of the changed type of civilization since the Roman Empire was in its glory than is exhibited in this annual gathering. We witness no longer men and beasts in mortal combat,

"Butchered to make a Roman holiday," or innocent women and children, for their faith, tossed a helpless prey to lions; the barbaric horrors, the blood—all have vanished, and with them the barbaric pomp and splendor of Rome have vanished too, in the light of true humanity, a gentler faith, and a taste educated and chastened by both.

The triumphs so many thousands assemble to witness are no longer of the gladiator, but of the artisan; the contests not of savage beasts, but of gentle-eyed horses and oxen; the purpose not to appease an enslaved and brutal populace, but to please and inform an intelligent and enterprising people.

Such a contrast as this indicates a change in the race beside which Darwinism can hardly startle us.

## Valuable and Interesting Newspaper Statistics.

WE are indebted to Dr. M. V. B. Shattuck, of Sedalia, Mo., for the following instructive and interesting summary of the kind, class and number of papers and magazines published in the United States, which he has compiled, with great care and considerable labor, from that very interesting and valuable work, Geo. P. Rowell & Co's American Newspaper Directory for 1872:

| NUMBER OF PAPERS PUBL'D.      | Daily. | Tri-Weekly. | Semi-Weekly. | Weekly. | Bi-Weekly. | Monthly. | Quarterly. | Total.    |
|-------------------------------|--------|-------------|--------------|---------|------------|----------|------------|-----------|
| In the States.....            | 507    | 105         | 110          | 4750    | 21         | 91       | 685        | 4,556,432 |
| " Territories.....            | 18     | 3           | 3            | 58      | 1          | 5        | 5          | 87        |
| Total in U. S.....            | 525    | 107         | 113          | 4808    | 22         | 96       | 690        | 4,556,519 |
| New York.....                 | 92     | 6           | 23           | 604     | 5          | 24       | 174        | 951       |
| Pennsylvania.....             | 54     | 2           | 1            | 427     | 13         | 101      | 1          | 614       |
| Illinois.....                 | 36     | 10          | 5            | 400     | 2          | 7        | 53         | 518       |
| Ohio.....                     | 29     | 10          | 5            | 331     | 10         | 51       | 1          | 439       |
| Iowa.....                     | 25     | 3           | 3            | 257     | 1          | 17       | 1          | 308       |
| Missouri.....                 | 20     | 7           | 4            | 230     | 1          | 3        | 27         | 300       |
| Massachusetts.....            | 23     | 1           | 11           | 135     | 5          | 4        | 55         | 292       |
| Indiana.....                  | 21     | 3           | 1            | 243     | 1          | 19       | 1          | 290       |
| Michigan.....                 | 23     | 4           | 1            | 191     | 1          | 2        | 18         | 236       |
| Wisconsin.....                | 14     | 2           | 5            | 174     | 1          | 4        | 9          | 208       |
| California.....               | 36     | 2           | 5            | 124     | 1          | 4        | 18         | 191       |
| New Jersey.....               | 22     | 2           | 2            | 112     | 1          | 9        | 1          | 146       |
| Total in these 12 States..... | 415    | 50          | 62           | 3854    | 16         | 73       | 561        | 4,466,493 |

## CLASSIFIED AS FOLLOWS:

|  |       |
|--|-------|
| Devoted to politics and news, nearly               | 5,000 |
| " Religious matters.....                           | 300   |
| " Agriculture, horticulture and stock raising..... | 106   |
| " Educational matters.....                         | 90    |
| " Amusement and instruction of the young.....      | 77    |
| " Medicine and surgery.....                        | 76    |
| " Commerce and finance.....                        | 74    |
| " Science and mechanics.....                       | 55    |
| " Real Estate.....                                 | 44    |
| " Temperance.....                                  | 36    |
| " Music.....                                       | 28    |
| " Insurance.....                                   | 26    |
| " Law.....   | 24    |
| " Free Masonry.....                                | 24    |
| " Sporting news.....                               | 13    |
| " Woman's rights.....                              | 5     |
| No. printed in English.....                        | 6,273 |
| " German.....                                      | 280   |
| " French.....                                      | 23    |
| " Scandinavian.....                                | 12    |
| " Spanish.....                                     | 10    |
| " Bohemian.....                                    | 6     |
| " Hollandish.....                                  | 6     |
| " Italian.....                                     | 5     |
| " Welsh.....                                       | 3     |
| " Cherokee.....                                    | 1     |

Of the 525 dailies, but 115 have a circulation of 5,000 copies or upwards; of the 4,808 weeklies, but 270 have a circulation of 5,000 copies or upwards; and of the 690 monthlies, but 162 have the same circulation.

The following table shows all the dailies having a circulation of over 20,000 copies, which are named in the order of circulation:

|                                 |         |
|---------------------------------|---------|
| New York Sun.....               | 100,000 |
| " News.....                     | 100,000 |
| " Herald.....                   | 95,000  |
| Boston Herald.....              | 90,720  |
| Philadelphia Public Ledger..... | 81,000  |
| New York Staats Zeitung.....    | 55,000  |
| " Times.....                    | 50,000  |
| " Tribune.....                  | 45,000  |
| " Tages Nachrichten.....        | 40,000  |
| Philadelphia City Item.....     | 40,000  |
| Baltimore Sun.....              | 39,000  |
| Chicago Times.....              | 35,000  |
| " Tribune, not given.....       | 30,000  |
| Boston Journal.....             | 30,000  |
| Philadelphia Public Record..... | 29,000  |
| " Demokrat.....                 | 28,000  |
| " Star.....                     | 25,000  |
| Brooklyn Eagle.....             | 25,000  |
| San Francisco Call.....         | 24,392  |
| Missouri Republican.....        | 23,000  |
| Cincinnati Gazette.....         | 22,000  |
| " Commercial.....               | 22,000  |
| San Francisco Chronicle.....    | 21,000  |
| Boston Evening Traveler.....    | 20,000  |

## WEEKLIES HAVING A CIRCULATION OF 40,000 OR UPWARDS.

|  |         |
|--|---------|
| New York Ledger, not given.....        | 300,000 |
| " Weekly.....                          | 250,000 |
| Philadelphia Saturday Night.....       | 200,000 |
| Liter'y Companion, Augusta, Me.....    | 150,000 |
| " Tribune.....                         | 150,000 |
| Harper's Weekly.....                   | 150,000 |
| Frank Leslie's Illustrated News.....   | 126,000 |
| New York Fireside Companion.....       | 125,000 |
| Christian Union.....                   | 102,000 |
| Cincinnati Times.....                  | 95,000  |
| Harper's Bazar.....                    | 90,000  |
| Rural New Yorker.....                  | 90,000  |
| Chimney Corner.....                    | 88,000  |
| Boston Home Circle.....                | 85,000  |
| Toledo Blade.....                      | 85,000  |
| Youth's Companion, Boston.....         | 82,000  |
| Cincinnati Inquirer.....               | 80,000  |
| New York World.....                    | 72,000  |
| " Day's Doings.....                    | 67,000  |
| " Independent.....                     | 65,000  |
| Cincinnati Gazette.....                | 56,000  |
| Frank Leslie's Ladies' Journal.....    | 55,000  |
| Irish World.....                       | 55,000  |
| Boston Pilot.....                      | 55,000  |
| Illustrated Police News.....           | 50,000  |
| Pomeroy's Democrat.....                | 50,000  |
| Star Journal.....                      | 50,000  |
| Chicago Times (Tribune not given)..... | 45,000  |
| New York Day Book.....                 | 45,000  |
| " Staats Zeitung.....                  | 45,000  |
| Waverly Magazine.....                  | 42,000  |
| Boston Commercial Advertiser.....      | 40,000  |
| New York Sun.....                      | 40,000  |
| Missouri Republican.....               | 40,000  |
| Appleton's Journal.....                | 40,000  |
| Christian at Work.....                 | 40,000  |
| Scientific American.....               | 40,000  |
| Thompson's Bank Note Reporter.....     | 40,000  |

## CIRCULATION OF THE MONTHLIES.

|                                      |         |
|--------------------------------------|---------|
| American Agriculturist.....          | 160,000 |
| Peterson's Ladies' Magazine.....     | 140,000 |
| Harper's Magazine.....               | 130,000 |
| Woods' Household Magazine.....       | 115,000 |
| Godey's Magazine.....                | 96,000  |
| The Aldine.....                      | 60,000  |
| Little Corporal.....                 | 60,000  |
| Scribner's Monthly.....              | 55,000  |
| Madam Demorest's.....                | 50,000  |
| Frank Leslie's Ladies' Magazine..... | 47,000  |

Of the Agricultural papers the 1st is the *American Agriculturist*, with a circulation of 160,000 copies; 2d, *Moore's Rural New Yorker*, 90,000; 3d, *Western Rural* and the *Prairie Farmer* (Chicago), each 35,000; 4th, *Bee Keeper's Journal* and *American Agriculturist* (N. Y.), each 25,000.

Of the Educational journals the *New York Educational Monthly* stands first, having a circulation of 26,000 copies, and the *American Journal of Education* (St. Louis), second, 10,000 copies.

Of the Religious papers the 1st is the *N. Y. Christian Union*, 102,000; 2d, *Christian at Work*, 40,000; 3d, *Christian Advocate*, 35,000; 4th, *N. Y. Examiner and Chronicle*, 30,000; 5th, the Cincinnati *Western Christian Advocate*, 25,000.

Of papers devoted to Science, the *Scientific American* heads the list with a circulation of 40,000, and the *New York Journal of Applied Chemistry* second, with 12,000.

WE had the pleasure of a call, a few days since, from Professor D. C. Gilman, of the Sheffield Scientific School, who has recently been elected President of the State University of California, and is now on his way thither. The great success of the Sheffield School is largely due to the tact, enterprise and perseverance of Prof. Gilman. We understand he has not yet definitely accepted the position tendered him. Should he do so, it will be a source of congratulation to California and the whole Pacific coast. The regret with which the East relinquishes such men must always be tempered with pride that in the younger States of the West there are places they are required to fill.



## Our Young Folk's Department.

## LET CHILDREN READ.

THE world may be conveniently divided into two classes of people: those who seem to be aware that others have lives of their own to live, and those who are under the impression that the lives of others must be conformed to their particular way of thinking and acting. The first class may be found to be a very small minority, but their society is positively refreshing. They do not understand our actions perhaps; they find it difficult—nay impossible to share in our feelings and opinions, but they stand back and suffer us to go on in the way that we see to be necessary—recognizing that every life of any positive character has laws of its own to which it must conform. They do not try to train weak trees upon trellises or to make morning glory vines stand upright in the middle of a court yard. As they in their respect for our individuality, inspire us with increased confidence in it, they are the people in whose society we are most ourselves; to whom we are free to show ourselves at our best.

A few hours spent among those belonging to the latter class produce exactly the opposite effect. We find ourselves hunted into corners to explain why we do not conform to our interlocutor's style of conduct—we are forced to listen to all sorts of advice from those who are not acquainted with the circumstances in which we stand; we are compelled either formally to agree to all suggestions or to lapse into entire silence, or, most foolish of all, to combat the position taken. We retire from the field dispirited and annoyed beyond measure, and shun such atmosphere forever after, as that in which no growth is possible except in a passive patience. There is a little poem which so accurately describes the well meant conversation of this class that we fancy some of our readers will thank us for reprinting it for them:

"The torrent came swirling the drowning man;  
Rider and horse; and the fish spoke thus—  
Cried the grayling and the salmon-trout—  
'Why don't you swim, like us?'"

"Down, lightning-struck, the aeronaut fell,  
Down through a mile of sky;  
Cried the eaglets and the eagle-king—  
'Creature, why don't you fly?'"

"The mole came to where the dead men slept,  
The mole and his brother-scout  
And said, 'you soldiers that were shot,  
Why don't you burrow out?'"

Perhaps we ought to pity the fish, the birds, and the moles for their inability to appreciate the circumstances, but the aggravation may be supposed none the less to the sufferers.

The old fable of Procrustes embodied in mythical form the story of the second class. His bed was fixed in its length; if he who was to lie on it was too long or too short the fault was his, and the remedy must be applied to him and not to the bed.

This class of people are those that always say to a child who sits poring over a fairy story, "why don't you read something more sensible?" Everything, even the child's mind, must be adjusted to their own, and they reason always on the basis that because anything is good for them, it must be good for the child. From this notion proceed grave errors in the education of children. Through a certain series of mental stages each human being must pass in his progress from infancy to manhood and the mental food which is good for him at one stage is not suitable at another. None the less true is it that in each stage he craves and must have plentifully the food adapted to that stage if we would see him rightly and truly developed. We do not try to feed the caterpillar with honey, nor do we force open the chrysalis to stuff minced leaves down the throat of the insect in its pupa state. Nor do we insist upon the butterfly's sleeping. But just as little should we force a child to reading what is good for us, when he does not crave it.

There is no fear that the boys or girls will continue to devote themselves to the *Arabian Nights* after they have grown up, because they so eagerly devour them now. Let them read them. Let them read the kind of books they most enjoy, only seeing to it that they have the best of their kind. Recognize that they have their own life to live, and that they cannot by any healthful process dispense with any of the stages of its development. The fairy stories may seem foolish to us, though that is often because we do not see deeply enough into them to discover their truth, but they are by no means foolish or useless to children. Let them enjoy them, unmolested by derogatory remarks from their elders. They are not, as many suppose, an evil to be tolerated; they supply a positive need for the mind, and as such should be procured for the child when he wants them, and as long as he wants them, for that stage of development. Modern science, modern progress cannot alter the nature of the man. Soon enough he will come to Geology, Chemistry, and Political Science—while he is a child let him read what he as a healthily developing child craves.

## LETTER TO THE YOUNG FOLKS.

DEAR Boys and Girls.—In my last letter to you I told you something about our baby Alfred. Now I will tell you of some other animals.

"What! does Uncle Ned call a child an animal?"

Yes, he does. And every one of you who reads my letters is an animal. Now, as I am going to speak of several kinds of animals, I think I will give you their scientific names, or the proper class to which they be-

long in Natural History. Then, when you grow up, you will know more about such things than some old people.

First, then, a child, or a grown child or man, is an animal of the *Genus Homo*.

This is a word or expression which means "Human Race." These scientific names are given in the Latin language, partly because that is much older than our English language; hence, more people in the world could understand them than if they were given in English.

The other animals I shall mention are my nearest neighbors and friends. They stay near our house, and in our large door-yard, where there are a great many trees. Some of them get water when thirsty at the lake just at the foot of our yard, over the fence there.

This lake is two miles long and contains a great many fishes, of which I shall say nothing, because they never let me see them. I will, however, say that the fishes belong to the first grand division of animals called *Vertebrata*.

All animals that have a back-bone belong to this division; therefore man belongs to it, and so does all the animals that I shall mention. Insects and oysters belong to two other divisions.

Now you and I, children, belong to the order *Bimana*, because we have two hands. That word in italics means "two-handed."

I shall now tell you of four or five kinds of animals that have four feet.

Please find out from your parents or teachers what is the word which defines all "four-footed" animals.

The first little animal I shall mention is one of the *Rodentia*, or gnawers, because he gnaws things with his teeth. His name is "Gopher," and he is a real funny fellow. There are as many as fifty of them near our house. They are about as large as a small rat, or very much like a chipmunk, though handsomer. They have dark stripes on their sides, with small spots in rows. They burrow in the ground just like chipmunks, and they are a kind of ground squirrel, although called gophers.

Next month I will tell you about some other members of this family.

UNCLE NED.

A FONT OF TYPE.—As a scrap of information, we give the proportions in which the different letters are cast to a font of type, and in which they occur in print: Letter e, 1500; t, 900; a, 850; n, o, s, i, 800; h, 640; r, 620; d, 410; l, 400; u, 340; c, m, 300; f, 250; w, y, 200; g, p, 170; b, 160; v, 120; k, 80; q, 53; j, x, 40; z, 20. Besides, there are the combined letters, fi, 50; ff, 40; fl, 20; ffi, 15; fl, 10; æ, 10; œ, 5. The proportion for capitals and small capitals differs from the small letters. In those, I takes the first place, then A and E, &c.



One of our own contributors was awarded a prize of twenty dollars by the publishers of *Our Young Folks*, in August, 1870, for the following

## CHARADE:

"And where are you going, old man?" I said,  
"And where are you bound?" said I;  
The old man wagged his weary head,  
And made this funny reply:

"If you'll guess me a riddle, young man," said he,  
"I'll answer you in a word,  
For I am my first and second, you see,  
And well advanced in my third."

"But why do you lean on your ashen staff,  
And why do you walk so slow?"  
The old man's smile broke into a laugh,  
As he answered with chuckles low:

"A sickness, my second, got hold on me,  
And a dreadful time I had;  
Till a learned leech gave me my first,  
My case was decidedly bad."

"And now I go on my whole, young man,  
In my third I go on my whole;  
I take my first for my body's weal,  
And my whole for the good of my soul."

HITTY MAGINN.

PROBLEM.—A farmer has a number of hogs, viz:

In the 1st pen  $\frac{1}{2}$  of the whole + 3.

" 2d pen  $\frac{1}{3}$  of the whole + 1.

" 3d pen  $\frac{1}{4}$  of the whole.

" 4th pen  $\frac{1}{5}$  of the whole + 4.

" 5th pen  $\frac{1}{6}$  of the whole - 3.

" 6th pen  $\frac{1}{7}$  of the whole + 2.

How many hogs in all? Also, how many in each pen?

W. T. HAYS, Clarksville, Ark.

Answers to Enigma, &c., in August No.

Enigma—"Republic of Venezuela."

Double Acrostic—B-a-l-L

O-tt-O

S-e-W

T-a-l-E

O-i-L

N-ai-L

Problem — Let B C D be the given circle. Draw the radius A B, and at A make the angle B A F = 45°. From F drop F E perpendicular to A B, and make E G = E A. With radius A G describe circle G H I. The ring formed = area of circle D B C. For cir. D C B : cir. I H G :: A F<sup>2</sup> : A G<sup>2</sup>. But A G<sup>2</sup> = 4 A E<sup>2</sup>, and A F<sup>2</sup> = 2 A E<sup>2</sup> ∴ D C B : I H G :: 2 A E<sup>2</sup> : 4 A E<sup>2</sup> and I H G = 2 D C B; and the ring enclosed by the two circles—the inner one.

## MAP OF THE WORLD.

IN our June number we made the following offer: We will give for the best map of the world (Eastern and Western Hemispheres), sent us before the first of September, a volume of Scribner's Illustrated Library of Wonders. For the second best, a nicely bound book.

We have received some nice specimens of work in response to this offer, but not as many as we hoped. We extend the time to October 1st. With cooler weather, and longer evenings, we hope more of our young friends will show us what they can do.



## Book Notices.

**THE CHILD: Its Nature and Relations.** An Elucidation of Froebel's Principles of Education. By Matilda H. Kriege. A free rendering of the German of the Baroness Marenholz-Büllow. New York: E. Steiger, 1872. Price, \$1.00. For sale by St. Louis Book & News Co.

The great progress made in primary education in our day is the bright harbinger for the future. If our appliances are better, and we take the youth at an earlier age, we may hope that his training will ensure a nobler manhood. The earlier training is more valuable for morals; the later for the intellect. The fact that early training prevents early withdrawal from school makes it immensely important to the educator. The schooling he gives the pupil at a very early age tends to keep him in school longer, and is thus of double benefit.

It is therefore with wistful eyes that the friend of education turns over the pages of any new work on primary education. The writer who shall do somewhat to make the methods more genial and attractive to youth is a benefactor of his race. Froebel, of all educators, is the one who has done this, and no teacher of the young can neglect his works without great loss. Thankful, therefore, as teachers have been for what they have been able to glean from the books of Dr. Douai and Prof. Wiebe, relating to the Kinder-garten, they are now laid under deeper obligations to Madame Kriege for the admirable little book named above.

The choice passages in the chapters on "The New Education," "The Child's Being, its relation to Nature, Man, and God," deserve to be written in gold in every school-room. The deep psychological insights into the order of development of the child's powers, as found in the chapters on "The Child's Manifestations," and "The Child's Education," are not to be read merely, but to be studied. The third and fourth readings will develop new and newer phases of truth that will prove of immediate practical value to the teacher.

This subject of Kinder-gartens is one that should occupy the attention of our school superintendents and directors. It is to be conceded that no educational method will bear copying in its minute details by a practical teacher. The principles must be mastered, and the details worked out in their spirit, and not in the trammels of a narrow formalism. And yet we get the most valuable hints from the exhibition of the details of a method as actually carried out.

We look anxiously to our cities and towns for the first practical application of Froebel's method, seized in its true spirit, to the work of the primary school. Can we not have an entirely new and original primary school realized on Froebel's idea here in this country, one that shall surpass the traditional primary school as far as the new machinery of productive

industry surpasses that of the preceding generations?

No earnest teacher will willingly neglect to read the work of Madame Kriege, and we venture to add that in it no one will search without finding a rich reward.

"**THE IMPRESSARIO.**"—This musical monthly, edited by Jno. W. Butler, published by Bollman & Schatzman, 111 North Fifth street, and devoted to music, art and literature, contains two good pieces of music and a variety of readable matter. Subscription, \$1.50 per year.

## BOOKS RECEIVED.

We have received from the St. Louis Book & News Co. the following books:

**CUTTER'S FIRST BOOK IN ANALYTICAL ANATOMY.** 1 vol. 12mo. Philadelphia: J. B. Lippincott & Co.

Also, the following from the press of Harper & Brothers, N. Y.:

**SMALLER SCHOOL HISTORY.** By David B. Scott. 1 vol.; 12mo.

**UNITED STATES TARIFF AND REVENUE LAWS.** Compiled by Horace E. Dresser. Thin 8vo; cloth.

**OMBRA.** By Mrs. Oliphant. Select Library, No. 379.

**A GOLDEN SORROW.** By Mrs. Cashel Hoey. Select Library, No. 378.

**MIDDLEMARCH.** By Geo. Eliot. Vol. I. Cloth; 12mo.

Messrs. Eldredge & Bro., 17 North Seventh street, Philadelphia, send us the following:

**MARTINDALE'S FIRST LESSONS IN NATURAL PHILOSOPHY.**

**ECLOGUES, GEORGICS AND MORETUM OF VIRGIL;** with Explanatory Notes and a Lexicon. By Geo. Stuart, A.M.

**HUNDREDS** of names of school officers and teachers have been added to our list of subscribers since our last issue. Teachers in all parts of the country not only want the *American Journal of Education*, but they want for their own use, and for the use of their patrons and pupils, the splendid premiums we offer them for subscribers.

One superintendent in Iowa says: "I want every person in our county to read 'Ten Times One is Ten'; the first copy I bought is worn out; send another for the names and money enclosed.

A teacher writing from Texas says: "Send 'Ten Times One is Ten,' to —, in Kansas. I want them all to read it." We could fill up the entire JOURNAL with letters of commendation and thanks for the opportunity which we give to all to get without cost Webster's and Worcester's Unabridged Dictionary. We will furnish cheerfully and promptly full directions how to obtain these invaluable aids. Every teacher can get one and should have one of them, at least, without delay.

**NEARLY** every religious denomination in Texas is represented by a college or seminary of learning of high character, in which the youth of the State can be as well instructed as they can be in any other State of the Union. A Catholic college is being built at Victoria. The Masonic fraternity has also entered into arrangements for erecting one of the finest halls in the State at Austin City.

## REDUCTION OF POSTAGE.

**UNDER** the new postal code, approved June 6th, the rate of postage for transient printed matter is reduced one-half. Magazines, newspapers, and pamphlets can now be sent at one cent for every two ounces, up to twelve, which is the limit for this kind of matter.

Book postage is two cents for each two ounces; and at this rate parcels of any kind can be sent by mail, provided they do not weigh over twelve ounces. Books can be sent in packages up to four pounds weight.

There is no change in the rate of ordinary letter postage; but the introduction of postal cards will practically give us one cent postage the whole country over.

These cards are to be furnished by the Post Office Department, with stamps printed on them, and to be sold at one cent each. There is so much mail matter in which secrecy is of no importance, that doubtless a large correspondence will be carried on by means of these cards, on which any kind of matter may be written or printed.

We have heard a great deal about penny postage in England; but, considering our long mail routes, our three cent letter rate is really cheaper than the penny rate in England.

It is to be hoped that the reduction made by means of the postal card may result profitably to the Department and usefully to the people.

**THE** effort of Prof. Swancoat to establish a girl's school at Jefferson City, under the auspices of the Episcopal Church, has been a failure. Prof. Swancoat returns to Texas, where we trust he may meet with better success. The development of the public school system in the West and Southwest operates unfavorably for private schools, and will continue to do so as the system becomes more effective.

A NUMBER of leading papers formally request their subscribers, when they write to make inquiries, or to order goods, to say that they saw the advertisement "in this paper." Many of our subscribers do this now. We wish all of them would, for it would be an essential and mutual aid to all.

**MASSACHUSETTS** gives her four Normal Schools \$40,000 annually. New York \$96,000 yearly to eight Normal Schools, of which the buildings, grounds and apparatus cost \$753,573.

The Missouri, Kansas and Texas road has reached the Canadian river, and will be to the Texas line before September, meeting there the Texas Central. Through cars will run from Galveston to New York.

THE trustees of East Tennessee University have resolved to appropriate \$500 for farming purposes, and devote the rents and proceeds to the erection of buildings for this purpose.

## SPECIAL NOTICES.

**TURKISH BATHS.**—Dr. G. F. Adams has just refitted his Bath-rooms in Oriental style, and we can recommend these baths as a luxury and a blessing. Testimonials are given by all the best physicians of St. Louis. These baths are as thoroughly equipped and attended as any in the United States. (See advertisement in another column.)

**HOT AIR FURNACES.**—Mr. John N. Farquharson, general agent of the Keyser Stove Works, 15 South Fifth street, is an enterprising popular gentleman, and will be pleased to show his stock to our friends at any time.

**UNITED STATES TEA COMPANY.**—This association of gentlemen have opened a legitimate enterprise in St. Louis, and, from their high standing personally and the quality of their goods, we should say they will be successful. Call and see them at 605 Franklin avenue.

**P. T. BARNUM** is again in the field with a mammoth show, which is not only a monument of his energy, but is an interesting school of natural history for our friends, young and old.

**ST. JAMES HOTEL.**—This gem of a house has just fallen into the hands of Messrs. Brolaski & Owings, late of the Laclede. Their good works are so well known as to speak for themselves. We wish them success.

**STOVES.**—Messrs. Bridge, Beach & Co. manufacture for the trade a class of stoves suitable for school rooms, and adapted either to wood or coal. They are one of the most reliable business houses in St. Louis.

**ST. LOUIS CONSERVATORY OF MUSIC.**—This new institution, under the management of Kunkel Bros., the renowned pianists and popular music dealers, commences its first course of instruction on the 2d of September. Those who have seen the names of the teachers connected with this musical school will know at once that the artistic part of it will be a great success, and when we look at the subscription books and find 200 names of pupils already enrolled, then we can but conclude it a great success in every particular. The public, however, are the principal gainers in this institution, as it affords an opportunity to the poor as well as the rich to get a thorough musical education from such teachers as have heretofore been monopolized by the wealthy only, and for such a small amount that no one can hereafter be excused if ignorant of music.

**ST. LOUIS GLASS WORKS.**—The making of glass in St. Louis has been carried on for twenty-seven years. Mr. J. K. Cummings has been engaged in it nineteen years, twelve as owner of these works, now making about 15,000 pieces daily of bottles, lamps, lamp-chimneys, etc., chiefly of the best flint glass. Two furnaces—one of ten and one of five pots—are used, giving steady employment to 150 men and boys. The real estate is 140 by 300 feet. That covered by buildings is worth about \$30,000; the working capital as much more; and the value of the annual production is at least \$100,000; and, except only the soda ash, is made from Missouri products, as cheaply as in any point in the United States. Mr. Cummings, by persevering industry, has become sole owner of these works, and has ample capital to complete the proposed furnace for making green and black glass bottles. The curious will be amply repaid by a visit to the works, Nos. 2301 to 2315 Broadway.



**PORCELAIN PAINT.**—This article, made by Messrs. Price, Calmes & Co., of this city, is made free from all adulterations, and is brilliant, durable and cheap. Can be had in packages, mixed ready for use, at the works, 601, N. Main street.

**LIFE ASSOCIATION OF AMERICA.**—The success of the Life Association of America has been a marvel in the history of life insurance. Although organized only four years ago it has now a business nearly equal to that of the oldest companies in the country. Such men as Jas. H. Britton and Felix Coste are a guarantee of the safety and good management of any institution their names are connected with. Teachers, both in vacation and term time, may employ themselves profitably in canvassing for this company.

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## UNIVERSITY

—OF THE—  
STATE OF MISSOURI,  
AT COLUMBIA.

THE State University in its Normal, Agricultural, Scientific and Classical Departments, will commence its Annual Session on the 16th of September next.

The Law School will open with a full corps of Professors, on the 7th of October and continue its session to March 28th.

The Mining School, at Rolla, commences its annual session on Monday, 9th of September.

Reports giving full information as to expenses, courses of study, and other University items will be at once sent on application, by letter, to the President, at Columbia, or may be had at the office of the American Journal of Education, 710 Chestnut Street, St. Louis.

DANIEL READ, President.

## Carleton College,

NORTHFIELD, MINN.

Fall Term begins Sept. 11, '72.

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Students of Either Sex received.

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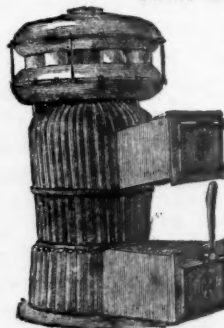
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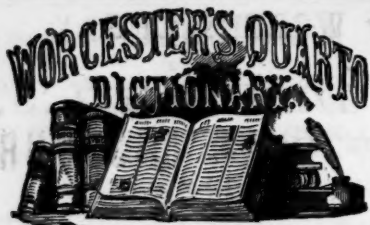
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